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ABSTRACT

The Office of Migrant Child Education of the Arizona Department of Education participated in the annual Teacher Exchange Program by visiting Colorado, April 14-18, 1980. Sixteen teachers and/or program coordinators (selected by the project administrator) prepresented 13 Arizona Migrant Child Education Projects and traveled to Colorado under the direction of a program consultant from the Arizona Department of Education. Visits were made to 12 schools, a resource and terminal center, 4 BOCES regional headquarters, and the Department of Education in Denver. The intent of the exchange program has been to provide an opportunity for state educational agencies to exchange training techniques, materials, and procedures through practical application and on-site observation; and to provide training for the development of resource personnel to assist the state agencies in future development of inter- and intrastate programs as funding becomes available. On-site observation reports (required of the participants) reinforce the value of interstate agreements regarding curriculum dissemination and exchange of teaching ideas and methods. (MJO)

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ON-SITE OBSERVATION TOUR REPORTS

ESEA TITLE I MIGRANT PROGRAMS

COLORADO

APRIL 14-18, 1980

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Director Migrant Child Education

Donald Brink
Program Specialist, Teacher Exchange Component

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TEACHER EXCHANGE BULLETIN

The Office of Migrant Child Education, Arizona Department of Education, annually participates in a Teacher Exchange Program with other states. This year, 1980, we had the privilege of visiting the State of Colorado.

Prior to these visits, arrangements are made with other states to send teachers and administrators on an observation tour of Migrant Child Education Programs. The objective is to provide an opportunity for state educational agencies to share training techniques, materials, and procedures through practical application and on-site observation, and also to provide training to develop resource personnel to assist in the state educational agencies' development of future interstate and intrastate programs as funds become available. Observation reports required by participants engaged in this Teacher Exchange Program will enhance the interstate agreements regarding curriculum dissemination and exchange of teaching ideas and techniques.

The following pages are actual reports or excerpts from reports of the Arizona delegation that traveled to Colorado, April 14-18, 1980. Thirteen Migrant Child Education Projects were represented by a teacher or a program coordinator recommended by the administrator of each project and were led by Mr. Donald Brink, Program Consultant, from the Migrant Child Education Office, Arizona Department of Education. The people who participated and the school they represented are listed on the next page.

J. O. "Rocky" Maynes, Jr., Ph.D.
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ACKNOWLEDGMENTS

Arizona – Colorado Teacher Exchange Tour

The Office of Migrant Child Education, Arizona Department of Education, wishes to acknowledge the outstanding educators from Arizona who participated in this annual activity. It was a privilege to accompany such dedicated and professional people. A special, sincere thank you to each and every one.

The week of April 14-18, 1980, was both educationally rewarding and enjoyable. We greatly appreciate the warm hospitality and courtesies extended to us by all the Colorado educators with whom we came in contact.

We especially want to thank Ernest Maestas, state supervisor of Migrant Education, and Peggy McReynolds and Richard Rangel, state consultants. They made lodging and visitation arrangements, escorted us to all the observation sites, explained Colorado's Migrant Program, and answered our questions. Also, the Boards of Cooperative Educational Services (BOCES) directors, superintendents, principals, resource center director and consultants, record transfer clerks, office personnel, and others involved in hosting our group were very kind and cooperative, making the tour successful and pleasant.

The Migrant Education Program in Colorado is administered by the Colorado Department of Education through BOCES in ten regions. Each BOCES provides many educational services, including Migrant Education, to seven to fourteen school districts in their respective regions. The school districts request the services. Then BOCES provides a program suited to that particular district. They determine the needs and the appropriate personnel and scheduling, etc., and monitor the program to keep it functioning effectively.

The classroom teachers refer children who need supplementary instruction. They are then tested and placed in the program. Only the migrant students who are referred by teachers and whose tests verify the need are pulled out of the classroom for supplementary instruction. This leaves in the classroom those who can function satisfactorily and keeps the number pulled out to a minimum. The resource teachers and aides reported excellent cooperation from the classroom teachers.

The regions in the mountains and the north have more migrant workers in the summer than during the regular school year. Consequently, they have eight to ten weeks of summer school, all day long for the younger children and evenings for teenagers. The Arkansas Valley in southeast Colorado has the heaviest migrant population during the school year.

Since there were sixteen participants from Arizona, we were divided into two groups. This facilitated the visits in the schools as well as increasing the total coverage of the program in our allotted time.

By this method, visits were made to twelve schools, a resource and terminal center, four BOCES regional headquarters, and the Department of Education in Denver. The BOCES headquarters visited were in Fort Collins and Greeley, north of Denver and in Pueblo and La Junta, southeast of Pueblo in the Arkansas Valley. The schools were in Fort Collins, Longmont,

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Greeley, Brighton, Pueblo, Rocky Ford, La Junta, Las Animas, Manzanola, and Swink. The Resource and Terminal Center is in Longmont.

The details of our visits and observation of Migrant Education in Colorado are quite adequately treated by the participants' reports in the following pages.

Again, we thank our Colorado hosts for a valuable educational experience and invite you to come and observe our Migrant Program. Visitors from other states are also invited to come and share training techniques, materials, and procedures with us.

COLORADO ON-SITE OBSERVATION TOUR

By Wanda Matthews

I would like to begin by expressing my sincere thanks to Dr. Martha A. Clark, director, Migrant Education, Roosevelt School District, for releasing me from my teaching duties for a week; Dr. J. O. Maynes, director, Arizona Migrant Child Education, for selecting me to serve as one of the participants in the Colorado Teacher Exchange Program; and to Mr. Don Brink, program specialist, Teacher Exchange Component, who had the task of coordinating activities and helping to make the visit interesting and educationally fruitful.

At this point, I would also like to express my sincere thanks to all the beautiful people in Colorado, who also helped to make the trip interesting and informative. I am sure it took a lot of time and planning to make the tour meaningful. Again, many, many thanks to all of you.

The Trip Begins . . . Denver, here we come!

Monday, April 14, 1980, 7:15 a.m., we were met at Sky Harbor Airport by Mr. Brink. We were given folders that contained information about the trip and introduced to other members of our group.

After a speedy and pleasant flight, we were in Denver, Colorado. Our hosts, Mr. Maestas and staff, were waiting to take us to home base, the Radisson Hotel, Denver, Colorado.

The Tour Begins

After lunch, a very filling one at that, we walked, as a group, through downtown Denver in order to get to the office of Migrant Education for the State of Colorado. This proved to be very interesting as we were able to observe the mixture of beautiful cathedral-like structures laden with ornate designs, and the modern skyscrapers towering above.

At the office of Migrant Education, Mr. Maestas, state director, and the program assistants, Richard Rangel and Peggy McReynolds, presented an overview of the total Migrant Program for the State of Colorado. A film on the identification process was shown and discussed and the weekly itinerary given. The utilization of BOCES (Board of Cooperative Educational Services) for the state was also explained.

Tuesday, April 15, 1980, at 8:00 a.m., we were on our way to the Greeley and Brighton BOCES, respectively. This time via state cars and a van. How soon we realized that this would be a very busy tour.

In the Greeley BOCES, a school visitation and administrative office tour were made. At the local administrative office, a new resource teacher explained a new program for School District No. 6. The new program she explained, would be called *STEP—Systematic Training for Effective Parenting. The best feature of this program, as I see it, is that it is designed to help parents learn effective ways to help their children achieve in school. In this program a certified teacher is hired to implement the program.

In Greeley, we also visited the East Memorial Elementary School. There, Mrs. Phyliss Lucia explained her teaching strategies and gave a tour of a small resource room that she uses for instruction.

Next stop, Brighton, Colorado, and District 27J. After meeting the school superintendent, we were introduced to Mary Montoya, parent facilitator, who has held this position for 10 years,* and Bertha Montoya, migrant records clerk. The most impressive part of the Brighton program, was the implementation of the *summer and night school programs and a plan to include a *Gifted and Talented Program.*

Wednesday, April 16, 1980, the Arkansas Valley BOCES. This included schools in La Junta, Manzanola, and Rocky Ford, Colorado. Mr. Lopez, area director; Mr. Jimenez, assistant director; and Esther Martinez and Rose Gonzales, contact workers, conducted the tour of schools in the BOCES. The most impressive programs for this area were the inclusion of a *Summer School Program and the active roles of the two contact workers. Mr. Lopez explained that the summer school is designed to meet the academic and recreational needs of the migrant student and will employ eight certified teachers, eight aides, a full-time principal, one counselor, and a speech therapist. It is a full day and will be held at one school site for the intermediate and high school age groups. One school site for primary students is also planned.

Final stop was Pueblo on Thursday, April 17, 1980. Pueblo, Colorado, Migrant Education Program is a part of the South Central BOCES. The assistant director there is Mr. Rudy Sabedra. Shortly after arriving, Mr. Sabedra gave a thorough overview of the program. The *most impressive part of this program was the tutorial services, utilizing certified personnel. After this meeting, school visitations were made which included observations of teachers working with children who have been identified as migrant.

Friday morning, April 18, 1980, a wrap-up meeting with our hosts was held to review the week's activities and clarify any questions that we had.

Because of the cohesive, enthusiastic, and highly motivated Colorado Migrant staff, I returned home with a stronger awareness and appreciation of Migrant Child Education.

Thank you, Dr. Maynes, Mr. Brink, Dr. Clark, Mr. Maestas, Peggy, Richard—too many to mention—for a week of learning, sharing, and caring.

Summary – *(Most Impressive Programs)

1. STEP-Systematic Training for Effective Parenting, Greeley, Colorado, District No. 6.
   - STEP programs train parents to help students with school work in the home
   - Another part of the total parent program is the inclusion of workshops that provide nutritional and pesticide safety information.
2. Summer School and Gifted-Talented Programs, Brighton, Colorado—Arkansas Valley BOCES
   - 8- to 10-week summer programs include recreational and cultural activities. Meals are also included.

The inclusion of these two programs would, in this writer's opinion, enhance any Migrant Education Program.

COLORADO ON-SITE OBSERVATION TOUR

By Leona Gonzales

The Colorado Migrant Education personnel are to be commended for their awareness of problems of migrant farm workers and for extending a positive helping hand. In observing the Colorado Migrant Education Program in Greeley, Brighton, Rocky Ford, and Pueblo, the same message came across. This was the strong commitment to help the linguistically different child in oral language, math, and reading. All administrators, teachers, tutors, aides, and recruiter/records clerks emphasized the need for identifying and assisting the child of the migrant farm worker. The academic assistance was only part of the effort. Referral to various agencies to meet specific needs such as health services, housing, and food are liaison services offered by regional field representatives and family contact workers to migrant families. The Board of Cooperative Educational Services (BOCES) organization facilitates meeting the objectives of the Colorado Migrant Education Program.

In Greeley, at the Billie Martinez Elementary School, Christine Ewy worked with four primary children on a pull-out basis while we observed. Her directions to the students were in Spanish and in English. The students were aware that we were in the room but were not bothered. They settled into playing their language arts game without listening to our conversation. Mrs. Ewy explained that their school has many visitors, especially college students who help in the classrooms. She had a handout which had the following four categories on a horizontal plane. Teachers could use the instrument to set objectives in oral language. These categories were:

- Requests you expect of the child
  Example: May I go to the bathroom;
- Important oral instructions
  Example: (management or academic) Exs: When you finish, you may do . . . .
- Vocabulary or symbols
- Manipulatives

She included directions as to their identification and utility by the classroom teacher. This guide would be helpful in establishing a basis for the oral language development needed for functioning in a specific classroom.

In most schools visited, the pull-out program was used rather than the aides assisting migrants in the classroom. This was with individuals and with groups of up to four students from 15 to 30 minutes, depending on need.

Parent Advisory Councils were an integral part of every school serving migrant students. Parents are committed to the education of their children because they want something better for their children. Personal contact by the recruiters and furnished transportation have made PAC meetings well attended. Programs are geared to the needs of parents. Example: survival skills–legal rights services. Some social activities that have attracted parents to meetings are picnics, dinners, arts and crafts shows, back-to-school night, clinic-health examinations and pick up clothes, dances, and award nights. Carnivals have been popular also. At this kind of carnival booths are set up to demonstrate a learning skill. This could also be extended to include 'make and take' games the parents need to help their children at home.

At the Washington Elementary School in Rocky Ford, Mr. Beavens, principal, described the family grouping classroom as an alternative education concept. Within one classroom were children from grades K through 3. Each child was taught according to his/her need. Skill charts were available around the classroom so that students, teacher, and aide were aware of the skills mastered and needed by each child. The atmosphere within this school was one of productivity. The children were very courteous and enthusiastic about showing their school to visitors.

Proverbs written on boards decorated the hallways. Messages shared were:

Learning never shared is knowledge stolen.

Ideas are funny things—they will not work unless you do.

Switch brain to ON before starting mouth.

The best way to get even with someone is to forget.

Classroom apparatus were labeled in both English and Spanish—for example: door—puerta; window—ventana. The dual language approach was prevalent throughout Colorado. Children were taught to read in both English and Spanish. Reading instruction in Spanish for the monolingual Spanish speaker helped bridge the gap while learning the English language. Transition was made to reading in English when a functioning oral language base was adopted.

Geri Medina, a migrant tutor in Pueblo, shared her ideas of working with groups of migrant students. She pointed out that she always works with more than one. In game situations with only one student she would always win, and if she didn't, the child would point out that she made the mistake on purpose. When students came they already knew which activity to use through a skills mastery chart.

The week in Colorado was valuable and exhausting. My personal notes contain ideas for making games and phrases to use with linguistically different children. Sharing ideas with teachers from other parts of Arizona and with teachers in Colorado has given me more insight into Migrant Education.

Appreciation is extended to our gracious hosts in Colorado:

Mr. Ernest Maestas, Supervisor, Migrant Education Program.
Mr. Richard Rangel and Ms. Peggy McReynolds, Education Program Specialists.

COLORADO ON-SITE OBSERVATION TOUR

By Anna Julia Castillo

Persons Contacted

Monday	Colorado Department of Education Migrant staff; Ernesto Maestas, director, Richard Rangel, assistant director; and Peggy McReynolds.
Tuesday	Fort Collins: Ernest Romero, supervisor; Kathy Eighmy, certified tutor; and Blanca Cura, recruiter. Visited our first school, Juana Follana, and met or observed the Head Start staff, and interviewed one of the first grade teachers. Longmont: Visited Main Street School in Longmont. Met with Migrant director of the school and her staff. There was a short presentation of staff members and their jobs. Longmont Terminal Center: Richard Garcia, director; Robert Mata, staff director; and Terminal employees.
Wednesday	La Junta: Met with Herold L. Lopez, director of the Migrant/Bilingual Education; Ernesto Jimenez, assistant director; and three recruiters. Drove to Las Animas and observed at Columbian School where we interviewed Elizabeth Ybarra, instructional aide.
Thursday	Pueblo: Met with Rudy Sabedra, director of the South Central BOCES, and staff members. He presented an overview of what was available through the tutorial services. Observed the migrant aide, Jeri Medina, who gave us a full presentation working with three students. Also visited East and West Schools in the area.
Friday	Denver: Met at the State Department Migrant Office for a question and answer period with the Colorado Migrant staff.

Migrant Tutorial Program

Schools who wish to participate in the Migrant Tutorial Program must meet the following criteria:

1. Have students who are eligible for the program.
2. Wish to participate in the program.
3. Provide space for small group instruction.
4. Will cooperate with the Migrant Director in initiating and maintaining the program.

The steps used in setting up the program are as follows:

1. Meet with principal and staff to explain objectives and procedures.
2. Provide student transfer records and evaluation forms to be used when child withdraws from school or at the end of the year.
3. Obtain students' needs and propose instructional objectives for teacher.
4. Schedule each student for tutoring.

Responsibilities of Certified Tutor or Instructional Aide:

1. Communicates with teacher on a regular basis.
2. Is concerned about students.
3. Turns in a time schedule to teacher and Migrant Director.
4. Provides migrant transfer records and evaluation forms.
5. Keeps in touch on a regular basis with the Director as to the progress of the student.
6. Meets with students regularly within a 30- to 45-minute period.
7. Administers ZIP Test to evaluate the child's oral language development.
8. Keeps the Skills Reporting System up to date.
9. Makes periodical home visits.
10. May attend PAC meetings if necessary.

The program also provides a Family Contact Person or persons. The duties are as follows:

1. Acts as a liaison between the migrant families and the school.
2. Must be bilingual in order to fully communicate with the families involved.
3. Assists in providing clinical and dental facilities for these families.
4. Attends PAC meetings regularly.
5. Provides transportation when needed.
6. Makes weekly home visits.
7. Recruits new families into the existing program.
8. Gathers educational and health information on each child.

The South Central BOCES

The South Central BOCES for the 1979-80 Migrant Education Program is being totally federally funded by ESEA Title I Migrant Education funds. The South Central BOCES serves area No. 8 of the 10 Colorado BOCES. The program is tutorial and is supplementary to the existing curriculum. Its main emphasis as a tutorial program is to augment basic skills in reading, language arts, and mathematics. The program also provides services in identifying migrant children through regional field representatives on a regional basis and contacting persons serving a specific area in the region. The program also provides in-service for its staff, and instructional materials which are available through the terminal centers.

During this period, two full-time and three part-time tutors are being employed—a full-time records clerk/secretary, two nine-month recruiters, and a full-time Migrant director.

One hundred percent of the regular staff are bilingual English/Spanish speaking.

Comments

The Colorado Migrant Program, as viewed by this observer, is a success. Through observation, one could clearly see the organization of the program and its outcome. The organization is a structured one. The uniformity within each BOCES shows how each region is exactly the same in organization. The fact that each region must run its program as specified by the BOCES gives the program its unity. A person could observe one region and know that the other nine regions would be following the same guidelines to the program.

Success can also be attributed to its well chosen staff. One is impressed by the nearly 100 percent bilingual staff—from the directors on down. The closeness of the employees is also impressive. Everyone seems to be directly involved in what all the departments are accomplishing. Each person or department is vital to the whole.

The in-service provided to the staff and the biyearly evaluation are a great contribution to the continuous appraisal of the program.

Our program could really benefit by having a family contact person. This job, as stated in previous pages, lends itself to the involvement of the parent and school, which I feel is vital to the success of any program. Keeping parents informed and involved creates a healthy atmosphere for learning. The confidence between the families and schools is paved by the contact person. It is not an easy job to have to continually keep parents informed as to their children's progress in school, to travel the distances necessary in order to reach each parent, and to continually have to keep the parent interested in education through the regular PAC meetings, which not only help to educate the parent but provide entertainment and social acceptance. Many of the contact persons are helping the tutors to bring some of the learning into the child's home.

The attitude prevailing in this program is not one which feels migrant children are deprived and must be pitied and changed. The feeling is a positive and realistic one: that these children have a lot to offer in their differences and that the need is not to change but merely to educate and hope that by an education some children will strive above and beyond because they have so chosen.

COLORADO ON-SITE OBSERVATION TOUR

By Vida Galpin

Moving from participant to observer almost always changes one's attitude toward a situation. These are my strongest impressions after such an experience as an observer-member of the Colorado Teacher Exchange Tour.

The principle differences in the administration of the Colorado and Arizona Migrant Education Programs appear to be due to impactment rather than philosophy. (Arizona's FTE this year is about 10,000, and Colorado's FTE is close to 3,600.) Ten BOCES (Boards of Cooperative Educational Services) act as fiscal agents and administrators for the Colorado program. Personnel are hired through local districts and the Migrant Office of the State Department of Education supervises and provides in-service. According to their area's needs, certified teachers or aides, or sometimes both, are used to tutor students.

All programs provide formal needs assessment, prescription, and some type of tutorial service. All programs were remedial. In most areas teachers and aides traveled between several schools. Most programs were pull-out. An exception to this was at Billy Martinez Elementary in Greeley (K-5), where students were grouped homogeneously for reading, and migrant teachers and aides, for that part of the day, worked with children in their own classrooms. This seemed to be an especially sensitive effort to meet their children's needs, but the fact that Billy Martinez was the only school which used this organizational plan illustrates what a difficult thing it is to implement.

Colorado's support systems included health and dental care, clothing banks, home start programs, day care centers, and summer schools. Because of the growing season Colorado experiences peak impactment from June through August, and BOCES provided vigorous summer programs lasting from six to ten weeks.

In some parts of Colorado, housing is a particularly serious problem for migrating farm laborers since most camps were condemned and torn down, and communities could not absorb the temporary workers. Recruiters are concerned because many families have resorted to living in cars, under bridges, or wherever shelter can be found.

The most serious educational problem involves language. Schools have identified 55 different languages spoken by students in Colorado, and recruiters carry information in English, Spanish, and Navajo. Ernest Maestas of the Colorado Department of Education reported that 90 percent of Colorado's migrant students are Mexican-American. Four percent are American Indian. In La Junta, Director Geraldo Lopez estimated that 40 to 50 percent of the area's students were Spanish speaking, and Ernest Andrade, principal of Billy Martinez Elementary in Greeley, thought 400 of the 500 students at his school had language needs.

"Actually, that's what it's all about," he said. That's what it's all about in Avondale, Arizona, too, and there, as here, it seems that solving this problem with the funds states have made available to school districts is as futile as leveling the Rockies with a rake.

The only failure I observed in meeting the Migrant Program's goals is that of student dropout. Administrators estimated that 90 to 95 percent of their migrating students do not complete high school. As in Arizona, it appears that few even enter high school programs. It seems unlikely that many of these children can hope to be assimilated into the nation's better paid work force. In La Junta we were told of one brave and ingenious attempt to stay the

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statistics. A summer high school is operated for older students who can't attend day school, and it is well attended.

Because of the grim dropout situation, I was grateful that in Arizona we have been permitted to work with students who may perform at or above grade level as well as our students with critical academic needs. What their good minds can absorb at the elementary level may be the only formal education they will receive.

We saw a variety of good materials and innovative programs. Two of the most interesting we learned about were the godchildren of Peggy McReynolds, Department of Education program specialist. One of these was a bilingual slide presentation on the nutritional value of cultural diet. The other was a pilot program on pesticide safety which was used by growers and educators.

Because instructional materials in the basic skills area were so often those commonly used in Arizona also, it seems that reporting names of programs on the MSRTS could provide valuable information to classroom teachers and resource personnel, and make between-state transitions smoother for our students.

The amount of parent participation Colorado has achieved is impressive. In all the areas we visited the staffs were energetic and creative in promoting PAC attendance. Hard working recruiters provide transportation when it is needed. Among devices used to attract adults are dances, picnics, dinners, childrens' programs, clothing banks, and clinic personnel providing examinations.

Finally, as a program observer, I have received two insights into areas in which I was not much concerned as a participant. (1) I understand how critical it is that every state participating in the Migrant Program fulfill its responsibilities. The neglect of a phase of services in one state can be devastating financially to other states that try to meet their commitments. (2) I am delighted to know that this program works on a large scale. In these days of intense criticism of federal programs, it is reassuring to see first hand that an important need is being met efficiently and successfully. It is heartening to see that, despite the scope of the program, the design has allowed flexibility at the local level. Another reason it works is because of the people. I thought our Arizona district was unique because we have an exceptional staff. But it is reassuring to see that the scheme is succeeding in Colorado, and there, too, the program has attracted intelligent, decent, caring people as administrators and, most importantly, teachers, recruiters, and aides, who are the real backbone of the plan. I will always wonder at the quality of the personnel school districts, which must pay such meager wages to non-certified personnel, are able to attract. It's good to be a part of Migrant Education.

COLORADO ON-SITE OBSERVATION TOUR

By Mone Gonzalez

We were met at the airport by Mr. Ernest Maestas, the supervisor of the Migrant Education Program, State of Colorado Education Department. That same afternoon we met our other hosts for the week, Mr. Richard Rangel and Ms. Peggy McReynolds, both specialists in the Migrant Education Program.

We were then briefed on the overall Migrant Program. It was apparent to me that the program was very well organized. I began to see some similarities and differences in the program as compared to ours in Arizona.

The most apparent similarity between the two states' programs was, of course, the same dedicated and caring professionals on the job working to give the migrant children a fine education which they so very much deserve.

I learned from this brief introduction that Colorado is divided into regions. Each region has its own Board of Cooperative Educational Services (BOCES). Later in the week, our group would have the opportunity to visit four of these regions.

The afternoon of our arrival we were shown a delightful filmstrip put together by the Colorado State Department. The filmstrip depicted the life of the migrant farm worker. It showed how the families are identified and recruited. Each region has its own recruiters who are hired by the state to cover that particular region, identifying migrant families. The recruiters assess the needs of the families and determine which services are necessary and available to them. They then proceed to make these available services known to each family. At that time they also see that the migrant children are enrolled in school.

The next day all those attending the conference were divided into two groups. Both groups traveled north of Denver but to two different regions.

We had a beautiful early morning drive with the Colorado snow-covered mountains for our background scenery. It was such a wonderful experience to get acquainted that day with the other people who had come to this conference from Arizona. I learned quite a bit about what each of the others were doing in their schools for the migrant population in Arizona.

My group traveled to Greeley, Colorado, and visited Martinez Elementary School. Our guide, Ms. Tina Romero, was very cordial. She was a parent education instructor. Her job duties mainly concerned educating and informing parents and encouraging them to become involved in the educational process of their children.

At Martinez School we met the migrant student teacher and observed her as she conducted an oral English lesson. We also visited with the principal concerning his school. This particular school had an enrollment of approximately 500 students and only about 40 of these were migrant during the school year. During the summer the migrant population grows throughout the state, peaking sometime in July. Summer school programs are one of Colorado's largest school projects. Most of the summer sessions last eight to ten weeks.

That afternoon we went south toward Denver and stopped in Brighton and visited the school district there. Again the number of migrants enrolled during the regular school year was minimal.

The teacher had a pull-out type of situation. She had her own resource room with the assistance of only one aide. In fact, most of the schools we visited throughout the week utilized this kind of pull-out situation.

At Brighton, I was very impressed by the dedication of that district's recruiter. She described to us how involved she had become with all of the migrant families. She genuinely cared about the secret fears and concerns of the people. She described their trust toward her and how she used a personal basis for arranging meetings and activities with the parents. She believed this personal basis was the key to her success. I felt, with the dedication she showed, she couldn't be wrong. It was heartwarming to see her sincerity.

In the evening we were off to Rocky Ford, a small town southeast of Denver. It was quite a distance away and once again we used that travel time to exchange ideas with each other.

The people we met at Rocky Ford the next day were wonderful. They were so compassionate in their dealings with the migrants. Parent involvement was also stressed in this region. I received many ideas on how to get the parents to school to become an active part of the education of their children. Some of the ideas mentioned were holding potlucks or bingo games.

We also visited a school in Manzanola and ate lunch at the school cafeteria. That school district employed only one migrant teacher. She answered our questions and was very informative.

Later that afternoon we went to the school district in Rocky Ford. The principal was absolutely delightful in relating his own philosophy of education. He was creative and productive in setting up his own school. He had personally constructed playground equipment and school decorations. He had also established a new type of classroom structure that he described as the "Family Classroom."

The "Family Classroom" stressed individuality and creativity. It allowed each child to work at his/her own speed. I loved his ideas. The people of Rocky Ford were wonderful hosts and treated us royally.

The following day it was on to Pueblo where we met Mr. Rudy Sabedra, director of the South Central BOCES. His presentation to us on how his particular region is run was very well planned and professionally presented.

I thoroughly enjoyed the school that I visited in Pueblo. The migrant teacher was very instructive and I acquired names and addresses of places where I could get tests and teaching supplies.

We traveled on to Denver that night. The next day, which was to be our last of the conference, we all met back at the State Department building for our wrap-up session. We exchanged ideas and thoughts about what we had observed throughout the week.

In the school district in Somerton, Arizona, where I am employed, we are unique because of the fact we have approximately 1,300 students enrolled, 900 of whom are migrant.

All those attending the conference felt a sense of sadness when it was time to say good-bye. We learned from each other as well as from our neighboring State of Colorado. It meant so much to me to have had this opportunity to make new friends and grow professionally at the same time.

COLORADO ON-SITE OBSERVATION TOUR

By Norma Olson

On Monday afternoon we met with the Colorado Department of Education, Division of Migrant Education staff. They gave us a very informative overview of the Migrant Program in Colorado.

They have formed a Board of Cooperative Educational Services (BOCES) of which the Migrant Education Program is a part. They work together to provide many services for the migrant families.

The Colorado schools are divided into regions. In each of these regions BOCES seeks to identify, recruit, and enroll migratory children in education programs. They employ regional field representatives and family contact workers to survey the rural area schools, agencies, employers, farms, and ranches in order to meet this goal. Then, a statewide profile is drawn with information from each region which gives an accurate picture of the migrants in the state.

Colorado has the largest number of migrants during the summer months; therefore, they place much emphasis on their summer program.

The summer program lasts from six to eight weeks, and they have programs for children from nursery school age through high school. Their school day starts at 7:30 in the morning and usually is over at 5:00 in the afternoon. They provide bus service for the children as well as breakfast, lunch, and an afternoon snack.

The parents are involved by having a family night once a week. They always have some form of entertainment at these gatherings. They also provide dental screening and health screening for the parents.

On Tuesday morning we traveled to Fort Collins and met with the following staff members: a family contact person, a teacher, and an advisor. The migrants are mainly in this area for summer school. The summer school session lasts for eight weeks. The academic classes run for about three hours a day and then they provide recreation for the remainder of the day.

They have evening classes for the high school students. They use materials which pertain to life skills for them.

Our next school was the Main Street School at Longmont. The migrant staff gave a very interesting overview of their program. We also toured the Longmont Terminal and talked to the staff. They had many games and teaching materials that were available to the schools in the area.

On Wednesday morning we visited the Arkansas Valley BOCES where they gave us some views on why they are so successful in getting families to attend PAC meetings.

They have regularly scheduled PAC meetings, and a contact worker who deals with parents on a regular basis. The contact worker invites the parents to attend these meetings and calls them up to remind them the day of the meeting. They also provide transportation for parents to the meetings. Colorado PAC has a State Advisory Council and parents are represented on this council.

We later visited schools in Las Animas and La Junta. At the Columbian School in Las Animas we observed the Migrant Room. The aide we talked to had many teacher-made materials. She showed us the referral forms the teachers use to refer migrant students to the Migrant Room. She also showed us a form the aides use to keep a daily record of what they work with and the results. She showed us an oral language test, used to test migrants, that is fairly easy to administer, the ZIP Test.

On Thursday, we visited the South Central BOCES at Pueblo, where we learned about the tutorial program they have. The tutorial program is supplementary and emphasizes basic skills in reading, language, and mathematics. The tutors are certified teachers.

After they gave us an overview of their program we had the opportunity to observe one of their tutors working with students. The game she worked with while we observed was "Stretchy Spaghetti," a phonics game which teaches digraphs.

The tutor works full time and sees 15 to 25 students. She travels from one school to another and carries her equipment with her.

I would like to take this opportunity to express my appreciation to the Arizona Department of Education, Division of Migrant Education, and the Colorado Department of Education, Division of Migrant Education, for making this tour possible. I have grown a great deal in my understanding of the Migrant Education in both states.

COLORADO ON-SITE OBSERVATION TOUR

By Lenora Gangemi

The participants of the Migrant Teacher Exchange Program profited in different ways from their tour of Colorado's schools. My experience there gave me greater knowledge of services provided in Colorado, as well as Arizona, due to contact with teachers and other personnel from both states. The purpose of the following report is to introduce concepts and practices in use in Colorado which, to my knowledge, are not being implemented in Arizona.

Colorado has achieved statewide coordination of migrant services through a committee called the Board of Cooperative Educational Services (BOCES). BOCES is funded by ESEA Title I Migrant Education funds. The state is divided into 10 regions. Each region has its own board. The superintendent of each district involved plus one other board member are placed on the BOCES board. This board meets once a month, prior to the regular school board meeting, to discuss problems and progress.

The purpose of the BOCES is to provide for, through their funding, school districts that need supplemental help for migrant children. BOCES members are responsible for hiring and supervising migrant personnel when districts cannot afford to staff programs themselves.

In order to achieve their main goal, educating migrant children, the BOCES staff maps out the number of interstate, intrastate, and five-year migrants in each region. The number and type of farms, crops grown, and food processing plants are also recorded. This material is compiled to form a profile of each area.

BOCES is instrumental in parent contact. Recruiters, as in Arizona, contact all new families, record their migrant status, and offer their services to them. The most impressive point concerning parent involvement is the great success Colorado schools have with their Parent Advisory Council. It was stated by one BOCES staff member that the PACs average about 40 parents. This is due to the fact that the recruiters personally invite the parents, rather than sending out notices. They also transport the parents to the meetings. This is made possible by the fact that mileage funds are provided for the recruiter. As one recruiter said, "If the parent excuses himself/herself from a meeting by saying "I don't have a way to get there," I say "What time should I pick you up?" The personal contact, so important when dealing with migrants as well as other parents, is obviously there, and results in greater parent involvement.

Various programs were shown to the Arizona visitors. They were the Migrant Aide Program, the Migrant Tutorial Program, and the Summer Extension Program.

The Migrant Aide Program is unique in that the aide is given almost total responsibility for servicing the migrant child. The classroom teacher is responsible for providing the aide with a referral stating the needs of and objectives for the child. The aide then takes over, planning lessons to meet those objectives. He/she spends 35 to 40 minutes in the classroom with a group of children. If there is only one child, the time period is shortened to 30 minutes. The aide provides services in the areas of language arts, reading, and math.

The aide is also responsible for all record keeping concerning those children. This program appears to work best when there is a small number of migrant students needing services, and classrooms large enough (or class size small enough) to allow part of the room to be used for small group study. This type of program takes a tremendous amount of cooperation among the teachers and aides and requires this staff to be truly concerned with the students' welfare.

The Tutorial Program is similar to the Aide Program except for two essential differences. The first is that the tutors are certified teachers and the second is that these tutors do pull the students out of class occasionally, when necessary. Again, students are placed in the program based on their migratory status and teacher referral, based on standardized test scores and his/her success in the classroom. At many schools, teachers are asked to list the child's needs, the goals and objectives they may have for the child, and methods and materials to be used to achieve these goals. In addition to being used as referral forms, this information aids in writing the migrant proposal, in which all teachers have input.

Due to the fact that many migrants stay for such a short period of time, this referral process is done as quickly as possible so that in case the child moves he/she can be helped at the next school location.

Colorado has implemented an Extended Summer Program due to the large influx of migrants during May, June, and July. This program, as described to us, lasts eight weeks. The curriculum includes all regular areas plus nutrition classes, parent education classes, and a work study program for high school students. Career education is also a component of the program. BOCES advocates the "Reading is Fundamental" program for the parents and the students.

BOCES also boasts a sizable resource center, where migrant personnel may preview and borrow supplemental materials. These are available year round.

Perhaps the most refreshing aspect of Colorado's education system is the obvious support of and respect for their students. An example: a child-centered activity showing this is a book called *Segunda Mirada – Migrant Children Look at Life in Longmont*, by Judith Lessow-Hurley. The book was edited by Ms. Hurley, but the collection of photographs therein was taken by migrant children. They were provided with cameras and film, with which they photographed family and friends and wrote captions for each photo. The published collection not only gave teachers an important piece of material to use in class; it helped a lot of children feel important and cared about.

Migrant children are not regarded as a "lost cause," but as a special group of children who sometimes need special help because of their migratory status.

People extremely helpful and informative on this tour were:

Colorado State Department/Migrant Education
Ernesto Maestas
Peggy McReynolds
Richard Rangel

Arizona– Migrant Child Education Unit
Arizona Department of Education
1535 West Jefferson Street
Phoenix, Arizona 85007
Donald Brink

COLORADO ON-SITE OBSERVATION TOUR

By Olga Cathemer

Our tour in Colorado began with an overview of the State Migrant Program conducted by our hosts, Ernest Maestas, supervisor; Richard Rangel, education program specialist; and hostess Peggy McReynolds, education program specialist, of the Migrant Education Program, Colorado Department of Education.

Mr. Maestas gave us some general information on the major localities with the greatest impaction of migrant families; ways of identification and recruitment, as a means of identifying numbers and educational needs of children; cooperation between agencies to direct and satisfy needs of children and their families; special projects; and social services.

Mr. Rangel presented the concept of recruiters employed by school districts or the state. These recruiters, or family contact persons, are in-serviced and supervised by state staff. They must be familiar with their region. They have varied duties. They interview people who in any way are connected, directly or indirectly, with the education and welfare of migrant children and their families. They obtain information about the various community or government services that may be available to migrant families, such as: employment, clothing, medical assistance, educational opportunities, housing, transportation, legal services. They follow through in keeping communication open between agencies and families. They serve as liaison between family and school in dealing with any problems which may arise affecting the children's attendance or performance in school, and keep track of movements of families from district to district. They maintain records and submit reports on all their activities.

Miss McReynolds is a nutritionist and works closely with schools and agencies in the coordinating of health services, compilation of nutrition units, training, and in-servicing.

We visited three different districts at which time the project directors, and/or certificated staff, instructional aides, and family contact people met with our group. The director at each district gave us an overview of his program and entertained questions from our participants. The remainder of the day was spent visiting schools accompanied by staff members.

Materials used by the tutor/aide were predominately teacher made. Since we did not visit enough regular classrooms, I cannot make a general statement about materials the tutor/aide had access to but I had the impression of traditional-type materials.

The types of instructional programs varied. One district was strictly an aide program with the aide working closely with the classroom teacher in identifying individual needs, establishing instructional objectives, and evaluating progress. These aides were supervised by the school-site administrator, in-serviced by the migrant director, and evaluated twice a year by him. Another district was strictly a certificated, bilingual teacher program. These teachers moved from school to school. In all instances, the number of students the tutor/aide worked with at one time varied from one to several, depending upon a variety of factors which can enter into this decision.

Their programs were structured in either of two ways—the tutor or aide worked in the classroom or on a pull-out basis. None of the districts we visited had migrant resource rooms on the school site. Some of the tutor aides working on a pull-out basis were based in small areas where they could keep a limited number of materials. Some worked in the library or whatever other area was made available to them, so that the tutor/aide had to carry her materials with her.

Record keeping appeared to be pretty uniform in the districts we visited and I would assume this was the case throughout the state. The instructional staff are provided by the project directors with the proper materials and procedures to be followed in assessment, prescription, recording, conferring, and evaluation of each child entering the migrant instructional program. These records are given to the project director on a regular basis, who uses the information to update transfer records.

In some cases skills reporting in-service for the teachers is conducted by the transfer clerks who were trained by the State Department staff. In other cases the tutors are responsible for skills reporting but, in general, skills reporting is still at an infantile stage.

Audiovisual equipment was not much in evidence, which does not mean it was not used in the classroom, but the work areas for the migrant instructional staff were not conducive to the use of audiovisual equipment.

Because of Colorado's harvesting seasons the main impaction of families comes in the late spring and continues through the summer. In order to give these migrant children the opportunity to take advantage of all available educational facilities, Summer Programs are generally funded for six to eight weeks. A very comprehensive program is offered during the summer. Some districts have preschool through high school programs with as many as 180 children enrolled. Classes and activities are scheduled from 7:00 a.m. to 4:00 p.m. for children through junior high school, and evening classes for teenagers. As adults and teenagers work during the day young children are picked up early and returned to their homes late enough to ensure maximum supervision. A wide spectrum of activities and services are offered, such as nutrition, medical care, recreation, vocational classes, and academic instruction. Oral language, reading, and math are the areas of concentration in both regular and summer school terms. High school classes are geared toward life skills and environment, consumer economics, career awareness, and academic subjects. Some districts are on a credit accrual basis with other states which serves as a motivating factor for attendance in night summer classes.

There is a strong emphasis on parental involvement. The family contact person or recruiter is a key force of critical value to the success of parental involvement. Not only are many different social activities planned to bring parents into the schools but also a concerted effort is made to make available information and/or services in the area of health and welfare for the entire family.

There appears to be a strong coalition of services in all areas in an attempt to preclude the duplication of services, while at the same time furnishing or making available information on the maximum amount of services. Also there appears to be a uniformity in forms and procedures used in all components of the program. I see this as a tremendous aid in initiating and implementing a program with the least amount of time and effort wasted and the maximum amount of success.

We met with complete cooperation from all school personnel in the schools we visited. We could not have been treated with more courtesy and warmth by the district directors and their staffs. There was a definite interest in the object of our visit, what we hoped to accomplish by our visit, and how we happened to go there in the first place. They, as much as the Arizona teachers, expressed the feeling that this exchange of ideas and views helped to broaden our perspective and strengthen our desire for a better program.

As a by-product, I found the opportunity to interact with the teachers in our own group of tremendous importance. I feel that a follow up would be of great value to keep the enthusiasm rolling which was generated by this tour.

A bouquet to our hosts and hostess. They surpassed all expectations in the extent of their planning to make our visit with them a most successful one. Aside from the time and effort spent on the planning board, they gave of themselves so generously.

COLORADO ON-SITE OBSERVATION TOUR

By Robert E. Sloncen

The weather was clear as 16 of us boarded Western Airlines Flight 480 bound for Denver on the 14th of April. After about one and one-half hours of discussing the use of sophisticated radar to plot a geographical chart of Venus and Mars with my neighbor who was a scientist for Goodyear Aerospace, we landed in Denver on time.

We were met at the airport by the Colorado State Migrant Department led by Ernie Maestas along with Peggy McReynolds and Richard Rangel.

Following our check-in at the Radisson Hotel, we settled our stomachs with some Mexican food, then proceeded down to the State Department for a briefing by the staff. They outlined our planned activities for the week and Richard Rangel showed us a slide presentation regarding the Migrant Program and the BOCES concept for the State of Colorado. The BOCES (Boards of Cooperative Educational Services) is made up of a group of small school districts put together into a group to perform certain functions; i.e.,: (1) Special Education, (2) Speech, (3) Nutrition, (4) Bilingual Education, (5) Migrant Education, etc., that a small individual district could not afford to operate or administer. We later found these BOCES to be key parts of the Colorado Migrant Program.

After dividing into two groups we departed early Tuesday morning heading north out of Denver.

One group headed for Fort Collins while my group headed to Greeley. There we met Dr. Neil Henderson, administrator for Greeley Schools, who was a product of Avondale Elementary School and Tolleson High School. He explained their Migrant Program from the top, then directed us to the Title I office where we met the record transfer clerk and the home liaison person.

We then divided again into three groups to make our first school visitation. I visited East Memorial School which was located on the east side of Greeley. We spent most of our time with the resource teacher, Mrs. Rivera. She works with approximately 12 migrant students at East Memorial. Sometimes she works with students in their home rooms but mostly on a pull-out program. She only works with students who have been recommended for remedial help by the classroom teachers. She utilizes many strategies but seemed very happy with the success she had from the kit, "Individualized Developmental English Activities," by Ballard and Tighe.

The next stop on the agenda was in Brighton where we met Bob Sweeney, director of curriculum; Bertha Quintana, record transfer clerk; and Mary Montoya, the home liaison person.

While in Brighton we visited North Elementary School where we observed Juanita Garcia, resource teacher, tutoring with four students. This district also utilized the pull-out program.

The next morning we found ourselves in Rocky Ford, Colorado, the "Melon Capital of the World." Our first stop was the BOCES in La Junta. There we renewed acquaintances with Herold Lopez and Ernesto Jimenez, directors of the Migrant Project for the Arkansas Valley. This BOCES included six districts with a total of 380 migrant students at this time. This BOCES hires 10 noncertified aides to do their tutoring. These aides may cover more than one

school and all work on the pull-out program. An important part of this BOCES project is their Summer School Program which runs for eight weeks in the summer.

That day we visited two schools in the program. The first school was in Manzanola, a school of about 140 students in grades K-6. I spent most of my time with Mr. Bowman, the principal. He stated that his heavy impact time is September and October when the harvest season is at its peak. Migrant population falls off rapidly after this period.

The second school was Washington Elementary School in Rocky Ford. The school handled children in grades K-3.

There is no doubt in my mind that this was the most unique of all the schools I visited. Under the direction of Mr. Dwayne Beavens, principal, a very pupil-oriented school was observed. They had creative and unique equipment at both playground and classroom, and programs were observed. The playground looked like it was designed by students. Dirt hills, sand boxes, limbs for making forts, tires, and roller skating areas were everywhere. In the classrooms we saw "family" rooms made up of students from grades K-3 all in the same room on individual programs. Peer tutoring and sharing of ideas were everywhere. The pull-out program for migrant students was in effect here.

Our next stop was the South Central BOCES in Pueblo. Here we were briefed by Rudy Sabedra and his staff. They use the ZIP Test for quick assessment of students. After dividing into groups, I went with Mrs. Connie Aragon, a certified teacher, who handles six rural schools. At this time she is servicing 23 students, nine of whom are migrant students. She also works with students who are bilingual but not migrants who are having problems. She normally works with the students 30 to 45 minutes a day, three times a week. Again, the only students she works with are those recommended by the teacher. This helps to alleviate the pull-out problem which bothers many teachers.

In summation of the Colorado Migrant Program, these items stood out in my mind:

1. The BOCES program is a key factor of the Migrant Program.

2. In most cases the only migrant students receiving tutoring are those referred by the teacher. This insures teacher backing.

3. The position of the Migrant Recruiter is an extremely important position in order to make the program work effectively.

4. Most of their summer school programs are eight to ten weeks in length to accommodate the peak harvest season.

5. Most of the BOCES reported good parent involvement which is a tremendous asset to the program.

6. Most of the resource people were certified teachers. I believe a key factor in this is the numerous "college towns" in Colorado make this plan feasible.

The opportunity to share ideas face-to-face with the teachers, aides, project directors, and administrators was priceless. This along with the outstanding hospitality offered to us by Ernie Maestas and his staff made the week a most rewarding experience. In one last comment it should also be noted that the staff's ability to locate delicious cuisine throughout the state was a definite positive morale factor. Thanks again.

COLORADO ON-SITE OBSERVATION TOUR

By Sue Nix

It's very difficult to come back "down to earth" after five days of learning, talking, seeing, and sharing exciting educational ideas for migrant children. I first want to thank Donald Brink, Arizona education program specialist, for all his assistance in coordinating the efforts to make the Teacher Exchange Program possible and so worthwhile. I want to thank the fantastic people in Colorado who were sincerely the "hosts (and hostesses) with *the* most." My special thanks to Mr. Ernest Maestas, supervisor of the Migrant Education Programs in Colorado, and to Mr. Richard Rangel, education program specialist. Ms. Peggy McReynolds is one of those people that I felt I had known all my life–she was a charming wealth of information, too. A hearty thank you to each of you!

There were 16 educators from Arizona descending upon Denver on **Monday, April 14, 1980.** We had an overview at the State Department where we were given manuals, handouts, and student-made books. It was revealing to find that of the approximately 7,000 migrant children in Colorado, there has been a dropout rate as high as 90 percent. The history of BOCES (Boards of Cooperative Educational Services) from 1967 to the present was given and was impressive. The cooperation and coordination of all services in the state was amazing. Recruiting by 17 regions has increased enrollments considerably. There are 10 BOCES regions in 85 of the 172 districts. There are 25 recruiters who search to serve the needs of the migrant families. There is a statewide profile of crops picked, seasons, and all agriculturally related work locations. The parents are involved in the planning and operation of the programs.

Ms. McReynolds shared handouts on nutrition, safety, information posters on pesticide spraying, and ideas for art projects with plants. The in-servicing of all migrant prsonnel was discussed and handouts with job descriptions were given out.

We returned to our hotel and were fascinated by the many different styles of architecture. History was all around us. We toured the city (within a five-block radius) and saw Renaissance-type cathedrals, a Gothic-style church, a Scottish Rite Temple, a European-type palace (The Brown Palace), then dinner later at the "Broker" (Oh, the calories "broke" alright!).

Tuesday, April 15, 1980

We left Denver for a two-hour car window view of snow-capped mountains for Fort Collins. We met with Mr. Ernest Romero, director, for an overview of their program. We met Blanca Cura, the family contact, record clerk, recruiter, family-school liaison person for the 25-30 students served there.

We met Kathy Eighmy, the resource teacher and record keeper (of Migrant Skills). Ms. Eighmy gives academic input for her aide as well as the classroom teachers. She tutors three students, has weekly conferences with her aide and the teachers to record skills, to suggest objectives, and the materials to use.

An overview of the eight-week Summer School Program was given. There are three major components to include services for Day Care, K-6 classes (7:00 a.m. - 4:00 p.m.), and Teen classes (6:00 p.m. - 10:00 p.m.)–for older children who work in the daytime. The academic block is three hours with emphasis on reading, math, and language arts. Swimming classes, physical education (with Mexican music and dances), career awareness, consumer economics, and arts and crafts classes are some of the additional topics covered. The teen classes use a

"life skills" approach with APL (Adult Performance Level) Kit materials by Harcourt Brace Company. These materials have proved to be successful since they diagnose, prescribe, and identify skills using content area tests.

The primary purpose of aides in the Fort Collins' program is instructional (75 to 80 percent of their time is used for tutoring). In-service monies are used to train aides to tutor and to cover supervising duties.

Longmont

Ms. Eighmy guided us through the Loma Linda Main Street School. We visited with Mrs. Spencer, the Head Start teacher. Fabulous learning centers in a spacious room were provided. The SWCEL (Albuquerque, New Mexico) Oral Language Program was used along with the published Head Start Guide. Many teacher-made creative ideas were being used in science (seed unit table and water buckets table), and social studies (playhouse, dollhouse, animals). We went to Laura Johnson's kindergarten where silhouettes of all her children greeted us. Children were making potato pots for plants from hollowed out potatoes and golf tees for "legs." Economy Keys are used for language concept development. The Boehm Test is used for language assessment in English. State tutorial funds provide tutors to the classes through the LAU Program. The Leir Kit (by Britannica) was being used in Ms. Beckman's first grade along with the SCIS Kit for science. Teacher-made materials again took the prize for creativity and individualized lessons.

We then went to the Loma Linda Annex (grades 4-6). We met in the "Parent Room" with Gail Toupes, director; Margaret Echles, contact person; Cordelia Morgan, tutor; Terry, tutor; Beth Ward, teacher. This program serves seven schools providing reading, language arts and English as a second language (ESL) for 30-45 minutes a day.

Communication forms are sent every two weeks to coordinate programs. Students are identified by need through testing with the ZIP Test. Some great handouts were available on parent involvement, workshops on drug awareness, reading help tips, methods of teaching reading, and parent poster ideas. Fridays are released days for training, planning, and preparing materials. Such an air of cooperative rapport was everywhere!

In the afternoon, we went to the Longmont MSRTS Terminal and Resource Center. Richard Garcia, director, welcomed us and shared pamphlets and handouts about what the programs offered to serve the students' needs. Robert Mata, staff development, and Juanita Segura, curriculum development specialist, loaned materials and gave addresses of more materials. Mr. Jose Moran, coordinator, explained the Educational Opportunity Program at the University of Colorado and gave brochures and packets of information. All efforts to serve children's needs are coordinated with State Social Services, as well as church organizations, and lines of communication seem to be very "open." We met the terminal operators—Beatrice Torres and Betty Archuleta. We left the resource center with our arms heavy with "goodies" and addresses to write for more. From there we traveled to Rocky Ford. The hours in the cars were well spent, too—we really got to know what was happening in Arizona. It's exciting to hear our Arizona educators so interested in Migrant Education and so enthusiastic about their programs.

Wednesday, April 16, 1980

We visited the BOCES building at La Junta. Mr. Herold Lopez, bilingual/migrant director of seven school districts, gave us an overview of their program. There are approximately 380 migrant students who comprise 10 percent of the student population. There are 10-12 aides (varying with the number of migrant students). Training is given in oral language development,

ESL, language interpreting, math, reading, goal setting, self-concept, and cultural awareness. Four days a year (or eight half-days) are set aside for in-servicing of aides. About 25-30 percent of the aides go on to become certified teachers. Mr. Lopez wrote a beautiful poem for our "Arizona group" of teachers and it was very moving.

Mr. Ernesto Jimenez explained his involvement with the Parent Advisory Council (PAC). We met Rose Gonzales, Esther Martinez, and Mary Davis—the contact people for community involvement. Again, it was obvious that cooperation and coordination of services was prevalent. Mr. Jimenez explained the procedure utilized to facilitate parental and community involvement. Films are shown (i.e., Inside/Out Films), potluck dinners, dances, and picnics are enjoyed; bingo games are favorite get togethers; slides are shared by people who have had exciting travel experiences.

Constitutional Bylaws are available and explained for PAC members. Personal contacts are made by the community involvement personnel to encourage and sometimes even transport parents to attend the PAC meetings. Materials are written in Spanish and English. There are adult education classes available that are provided by state vocational and survival agencies. The certified teacher staff is approximately six percent bilingual; 90 percent of the migrant staff is bilingual. There are approximately 50 percent of the students that are classified "minority." There are six to eight days of in-servicing provided to the district teachers. There are five days of in-servicing for the Summer School Program staff. Mr. Jimenez was informative and gave many appreciated ideas.

Manzanola

We met in the Manzanola School library. A career awareness unit caught my eye that was entitled "I Want To Be" (by Teaching Resources Films, New York Times Pub.). It covered the careers of teacher, librarian, nurse, doctor, pilot, and fireman. The tutor-aide, Bette Jaramillo, explained her program to us. The students are "pulled-out" to the library where she works with them. They are pretested with a pupil check list by the classroom teacher and resource tutor-aide. An assessment sheet is kept on *all* students, even though they receive no tutoring. Ms. Jaramillo has 18 students. She has a weekly routine that she follows to include: a phonics lesson, an oral reading time, reading skills lessons, and book report.

We had lunch in the cafeteria. We experienced a tasty invention of "rice salad." The school received a large amount of government subsidies and the district sent the cafeteria director to workshops on varying the use of them.

Rocky Ford

We arrived at Rocky Ford School and met the principal, Mr. Beavins. Students were made available to guide us through the tour of their school. It was a rewarding experience to see such well-behaved, motivated, independent, and "aware" students throughout the school. Mr. Beavins explained his "alternative" classrooms. The parents are given a choice as to what type of classroom they feel their children will benefit the most. "Traditional" classrooms are available as well as the "Family Grouping" classes. Students experience peer-cross-age tutoring: exploring, sharing, and learning together. Since the classes are nongraded, there are 5-, 6-, and 7-year-olds in the same classes. Round tables are in all the classrooms (made by Mr. Beavins) to allow the children more freedom to "teach" each other. It was amazing to see the social graciousness of these children. They were polite and considerate to each other. Of course, art work was displayed everywhere and it, too, was beautiful. The playground was phenomenal. Tree trimmings were left for students to "measure," saw, and build "forts" and cabins on the playground. Old tires were vividly painted to use as sand boxes, race tracks, swings, and "walls." Some children were busy building and balancing the wood, while others

were conducting races. There was so much constructive energy being used and the children were so cooperative with each other, it was like a big, happy family everywhere we went. Mr. Beavins gave us some insight into his philosophy and I was impressed with his dedication to establishing a sense of worth and self-concept in each child. The innovative learning and teaching styles were fantastic everywhere we looked.

Thursday, April 17

We traveled to Pueblo to the South Central BOCES offices. We met Rudy Sabedra, director, who gave an organized overview of the program there. Handouts, schedules, student folders, and samples of testing materials were distributed and discussed. Teachers are personally interviewed by him to determine bilingual abilities. Teachers are all bilingual and update their skills with cultural information and course requirements. The students (K-12) are tested in Spanish and English to determine skills from the ZIP Test (from Manuel Ceja, California State Department of Education, Region 2, Migrant Education, Sacramento, California). A tutorial pull-out program is used and 22-25 students are considered to be a class load for the certified teachers who tutor. Teachers receive per diem for their mileage since there is so much traveling between schools. The Colorado Migrant Council provides health and dental care, glasses, food, housing, and utilities for the families.

We left for Bradfell School (K-5) and observed Evelyn Armillo, certified part-time tutor, working (1:1) with her student. Three short 10-minute reinforcement activities were used: one was a word attack skills game (by Joy Keith Pub.) and the other two were math skills games from Math Soup D (1978, Scott Resources, Inc., Fort Collins, Colorado 80522). We then went to Risley Middle School (6-9) and observed Ms. Armillo working with another student. She had such a nice rapport with her students. Their relationship was friendly and nonthreatening. The students liked the materials and worked well with them. I saw a plaque somewhere in Pueblo that was inscribed "Caring is the Art of Sharing." It seemed evident everywhere that the atmosphere was one of *showing* you care by sharing.

We then returned to the South Central BOCES office building. We went to the basement where the Resource Center is kept and wrote addresses and lists of materials that were available there for teachers to check out.

Friday, April 18, 1980

"Wrap-up" time at the State Department was full of questions and answers and impressions of what we saw during our stay in Colorado. The most meaningful part of my observation was how cooperative everyone seemed to be. Everywhere we went, we were welcomed and encouraged to ask questions for information. Our hosts were understanding and patient with our curiosity. They tried hard to keep us on schedule and we were so interested in everything that we sometimes delayed them. My apologies for any inconvenience, but I know every moment was precious information.

Personal Commentary

I am grateful to so many people for making it possible for me to be a part of the Teacher Exchange Program. I have come back to my school with many ideas and insights. I not only increased my knowledge of Migrant Education but made some friends in the process. I feel this group of educators became very close and I hope we will keep in touch. Thanks to everyone, for making this such a memorable learning experience for me. I already treasure the memories. So, with these words I will close–Life is full of lovely things, But best of all are these – The happiness that friendship brings, And the warmth of memories."

COLORADO ON-SITE OBSERVATION TOUR

By Mary Ann Gill

I am deeply grateful to the Arizona State Department of Migrant Education, Dr. J. O. Maynes, and Mr. Don Brink for providing me with the opportunity to participate in this year's On-Site Observation Tour of school programs for migrant students in Colorado. My gratitude is extended also to our hosts and hostess from the Colorado Department of Education Migrant staff–Ernest Maestes, supervisor; Peggy McReynolds and Richard Rangel, staff consultants; and to all the many migrant staff members throughout the state who took time to share with us in so many meaningful ways. The hospitality, graciousness, and generosity of one and all will not be forgotten.

This year's Migrant Teacher Exchange took place the week of April 14 through 18, 1980. Our group of 15 Arizona teachers and administrators, and Mr. Don Brink, our tour coordinator and director, met at the Phoenix International Airport at 7:15 a.m., Monday, April 14. Upon arrival in Denver, we were met by our hosts and taken to our Denver headquarters for Monday and Thursday nights–the Radisson Hotel in downtown Denver. After signing in, etc., we met and walked to lunch at a highly recommended, nearby Mexican food restaurant. Conversations were numerous and enthusiastic and sharing and new friendships were already off to a good start.

At 2:00 p.m. we gathered at the Office of Migrant Education in the State Education Building for a program overview. This meeting was conducted by Ernest Maestes, supervisor, with the assistance of the staff consultants, Richard Rangel and Peggy McReynolds.

During this meeting we were shown a slide presentation by Richard Rangel. This presentation gave us graphic insight into the many facets of the Colorado Migrant Programs, the Identification and Recruitment System, role of recruiters and/or liaison persons, of the MSRTS, the functions of BOCES (Board of Cooperative Educational Services) in Migrant Programs, facets of the summer and regular school year programs for students–emphasis on language, math, science, vocational, career and professional education, physical education and recreation, health and nutrition. Also presented were a brief outline of the development of Migrant Programs in Colorado; the various regions, districts, and agricultural areas in Colorado; and additional information on other functions and services (social and economic) provided through Migrant Education Programs in Colorado.

Peggy McReynolds, special consultant (especially in health and nutrition), then shared with us two books of photos. (*Como Ellos Lo Ven*). These photographs are the outcome of a special ongoing project in which migrant students are given the use of cameras to take pictures of their families at home and at work. Students have also written the captions to go with these beautiful, telling photos. Several of them have been enlarged and are used at lectures given at public affairs, clubs, etc. Because they portray the world of the migrant family as seen by migrant children, I'm sure they are an especially meaningful tool in public relations–generating questions, awareness, and concern on the part of the public viewing them.

In the area of nutrition, the Colorado Programs, with the assistance of Consultant Peggy McReynolds, are providing in-service awareness classes and training for parents. They are expanding on implementing new ideas on Education Programs for the Children. Innovative studies and awareness classes on the nutritional value of cultural foods are also in progress throughout the state. Materials and ideas relating to these endeavors were also shared with us at the overview meeting and throughout the week.

On the following day, Tuesday, April 15, we divided into two groups and departed for our various destinations on the tour. I became a member of Group No. 1 and our first stop on the Visitation Schedule was Fort Collins.

In Fort Collins, we were first taken to the Paudre School District office. There we were introduced to Migrant Program Director Ernie Romero, who gave us an overview of their Migrant Program. We were also introduced to Kathy Eighmy, certified teacher of migrant children, and Blanca Cura, family contact person.

We were informed that during the regular school year there are limited services for migrant students as there are few permanent migrant families (about 14 families). There are an average of 40-50 school children during the year. About half of these do not need special help or they are receiving it through other programs.

Kathy Eighmy functions as a resource teacher and tutor and is in charge of academic record keeping. Presently she is tutoring three students whom she works with in the regular teacher's classroom. She holds monthly conferences with each migrant child's teacher to assess the needs and progress of each child. She fills out all forms and does all the academic record keeping on the 40-50 migrant students. Also, Kathy helps to make or obtain materials that are needed, suggests methods to be used by the tutor aide, and she meets once a month with the tutor aide to go over goals and objectives.

Blanca Cura's functions were also explained to us at the overview. Her position as liaison or family contact person is a very important one. She determines the various services needed by each migrant family—academic, social, and economic. Her awareness of and knowledge of community resources is vast, as it must be, in order for her to help the families make appropriate and needed contacts.

Next, the Fort Collins and Longmont Migrant Summer Program was explained in overview. Theirs is an eight-week program. It consists of Day Care, ages 0-4 and K-6, and Teens in the evening. A prerequisite for all Summer School staff—teachers and aides—is that they be bilingual. The hours for the Day Care-grade 6 programs are 7:00 a.m. through 4:00 p.m. The day for the elementary program begins with breakfast followed by swimming. Then there is a two and one-half- to three-hour-block of academic work. Emphasis is on language and math and there is a bilingual approach. Kindergarten is self-contained with one teacher and one aide.

Grades 1-6 are divided into three groups according to age and last grade attended. Each group has one head teacher and one aide. The afternoon's activities include physical education, cultural experience, and science and environmental activities. Their day also includes lunch and a snack. Approximately 110-120 children usually take part in the Summer Program.

The teens, who for the most part, have been working in the fields all day, are picked up about 6:00 p.m. and brought to one of the high schools by bus. Their evening begins with supper and is followed by activities related to reading and math skills. They also are presented with materials in occupational awareness and consumer economics. Arts and crafts activities are also included. Reading and math specialists are hired to work with each teen where he/she is. Also hired for this program are one coordinator and one paraprofessional. The teenage students can earn up to one-quarter of a semester credit in each area of study.

After the overview, we were taken to the Loma Linda Main Street School to visit the Head Start classroom of Teacher Ms. Spencer. Several of Ms. Spencer's children are migrant. She enthusiastically took time to share with us regarding her daily schedule of activities, her resource materials, and she allowed us to explore freely the total classroom environment of the Head Start children.

Next, on the same campus, we visited the kindergarten class of Bilingual Teacher Laura Johnson. Many ideas were also picked up in Ms. Johnson's classroom. Kathy Eighmy tutors Ms. Johnson's migrant children and she works with them within their classroom. Laura Johnson uses the BOEHM Test to assess English language development in her children and she uses Keys by Economy for both ESL and SSL.

In Longmont, we were introduced to the Migrant Program Director, Gail Toupes; Migrant Teacher Beth Ward; Family Contact Person Margaret Echles; and Aides Cordelia Morgan and Terry. This meeting took place in the Parent Room of Loma Linda Annex (grades 4-6).

The Summer Program there runs for six weeks. Six teachers work with between 100-160 students. Besides the academic program, with emphasis on reading and language, there is tutoring in ESL. The ZIP Oral Language Test is administered to determine language needs. Centers are set up where children work on individual contracts in math, language arts, arts and crafts, and social studies. There are many hands-on activities. In the summer of 1979, the MSRTS was first implemented in Longmont schools. Since that time, 17 schools and 90 teachers have received in-service on the use of MSRTS.

Migrant children in Longmont are pulled from the regular classroom and tutored in their various areas of need. There is very good communication and cooperation between the classroom teachers, bilingual teachers, and the migrant teachers. Home visits are frequent and excellent communication exists between the home and school.

Friday is Release Day and is used for planning. Coordination and communication seem to be the keys to success in Longmont schools. The atmosphere is friendly and teamwork is in evidence. There is cooperation in providing services to avoid overlapping. The role of the family contact person (liaison) is seen to be of prime importance. (He/she looks to and arranges for the social needs of families. All members of the migrant team are very aware of all human resources available in Longmont. Currently there are 115 children with migrant status in Longmont schools.

Our next stop in Longmont was the Terminal or Resource Center. As was the case everywhere, we were greeted most cordially by the entire staff. Everyone there made themselves available to us to answer questions, to explain their various functions, to show and to share with us many materials. We met Terminal Director Richard Garcia, Colorado Child Identification and Recruitment Coordinator Jose Moran, Staff Development Consultant Robert Mata, Curriculum Development Consultant Juanita Segura, Terminal Operators Beatriz Torres and Betty Archuleta, and Secretary Elizabeth Padilla. Each and every one of these people at the Resource Center took time to share with us in innumerable ways. We left the Terminal enriched with ideas and materials.

The Resource Center (CoMERC) provides technical assistance to school districts in the northern part of the state who have migrant children enrolled in their districts and to four other Boards of Cooperative Educational Services (BOCES) that administer programs. The Colorado Department of Education (CDE) has entered into a contract with the Northern Colorado Educational Board of Cooperative Services (NCEBOCS) to implement this regional Migrant Education Resource Center.

The goals of the Center's four components are:

1. Management—to develop, implement, and maintain effective management systems.

2. Evaluation—to develop, implement, and maintain systems for determining district needs, and evaluating district/Resource Center impact in a manner which facilitates coordination of results statewide.

3. Curriculum—to provide staff with training in the development of curriculum and the development and acquisition of materials.

4. Staff Development—to provide for extended staff training that is concrete, staff specific, and consistent with program effectiveness and quality.

Also, at the Terminal, we learned a great deal about the Colorado Migrant Child Identification and Recruitment Project from Mr. Jose Moran, Front Range coordinator. The Colorado Migrant Education Project, CDE, has funded the Colorado Migrant Child Identification and Recruitment Project through ESEA Title I, Migrant Education, since 1973. The purpose of CMCIRP is to identify and recruit statewide children of migratory agricultural workers for summer and regular term school programs. The objectives of CMCIRP are to:

1. Identify each migrant child in Colorado.

2. Gather educational and health information on each migrant child.

3. Enroll each child in a Migrant Education Program.

4. Enroll each child on the National Migrant Student Record Transfer System.

5. Provide assistance so that each child has the opportunity to take advantage of necessary health services.

6. Conduct liaison services with all agencies which serve migrant families.

7. Conduct liaison services with all school programs.

8. Conduct surveys to identify migrant children enrolled in the public schools.

9. Conduct surveys, in conjunction with local districts, to identify employers who hire migrant labor.

10. Map migrant labor areas (farms and food processing industries) to facilitate identification and enrollment of children in school.

11. Reduce the high dropout rate of migrant children in schools.

The next visit on our tour was in the adjoining towns of La Junta and Las Animas in the Arkansas Valley BOCES. This was on Wednesday, April 16.

First, in La Junta, we went to the BOCES building where we were presented with an overview of all facets of the programs by Herold Lopez, director, and Ernest Jimenez, assistant director. We were introduced to the three family contact persons (who are also recruiters)—Esther Martinez, Rose Gonzalez, and Mary Davis.

We learned that in the seven school districts about 380 migrant students are serviced during the regular school year and that the Summer Program usually services 180-190 migrant students. The major areas of academic emphasis are oral language, math, and reading. In Migrant

Programs, supplementary assistance is given beyond what is given in the regular classroom. Great emphasis is placed on self-concept in all areas. Weekly progress reports are written along with scheduling and documentation of time. Many of the aide's responsibilities are similar to tutor responsibilities in other BOCES. However, aides cannot make instructional decisions. There is in-servicing for aides four days yearly in the content areas and also in self-awareness and cultural awareness.

In the Summer Program, eight teachers will be hired, also one counselor and one speech therapist. There will be a Preschool Center for 0-4-year-olds. The other (older) students will be taught in groups of 20 with one teacher and one aide.

Parental involvement (PAC) seems to be very strong in the Arkansas Valley BOCES—as elsewhere in Colorado. Meetings are held frequently. There is regular ongoing communication between the family contact persons and the migrant families. Through the PAC meetings and the communication between the family contact persons and families, the needs, concerns, and questions of the migrant families are addressed and there is rapid follow through. The meetings also include counseling services and, at times, films. Continuous attempts are made to prepare parents to run their own meetings. Notices of the PAC meetings are sent home to families but the real key to the success of parental involvement is considered to be the personal contact made by the family contact person. The Outreach Program is critically important. The commitment of parents is also emphasized. Parents are educated as to their legal and moral rights and responsibilities.

Also, on Wednesday, we visited Columbian School in Las Animas. There we met Liz Ybarra. Liz is the migrant teacher who works with students K-5. Normally, during the school year, she works with between 12-15 students on a one-to-one basis. She shares a large room with Title I students. In Columbian School, a Needs Assessment Form is used. It is filled out by the classroom teacher. The migrant teacher, Liz, tries to be present during all times of reevaluation. A daily Individual Record Sheet is kept and daily recording regarding self-concept. In Mrs. Ybarra's work area there are many attractive home-made materials. Most materials are created as a result of a direct need of an individual student. Mrs. Ybarra is a very creative and talented teacher. She uses the *Learning With Laughter Series* for language development. Something else I noted at Columbian School was a set of materials suitable for Early Childhood Education called *An Early Start to Good Health*, produced by the American Cancer Society. The four units are on *My Body, My Self, My Health*, and *My Choice*.

On Thursday, April 17, we visited the BOCES office on the University Campus in Pueblo, Colorado. There we were greeted by Rudolf Sabedra, director of Migrant Programs for the Colorado South Central BOCES. We also met his staff.

We were informed that Pueblo schools began their first Migrant Program in 1976. Theirs is a Tutorial Program. Bilingual teachers are hired to provide services to migrant children in two districts. Individual school's cooperation with the Migrant Tutorial Program is centrally established.

In order to admit a child to a Migrant Program, two steps are followed. First, is teacher referral. Next, the ZIP Test is administered. It is a reading and language development test used to assess the specific needs of the students. It is a K-12 test available through the California State Department of Education, Department of Migrant Education. By the end of one week, this two-step process is completed and eligibility is determined and eligible children are placed.

The main objective of the Pueblo Tutorial Program is to return the child to regular class full time. The major objectives are oral language development, reading, and math development. The services provided are supplementary and are not meant to supplant the school services.

The tutor's load is very flexible and is based on students' needs and travel time. Twenty-five students is a maximum load. Materials are carried from place to place, in many cases. One tutor has a Resource Room. Weekly lesson plans are a must and Migrant Student Individual Record Sheets are filled in daily. Planning periods are included in the schedule. Time is allowed for all the highly organized record keeping. There are monthly and quarterly parental meetings. Frequent home visits are encouraged strongly.

Later that day, we visited two Pueblo rural schools. First, we went to South Mesa Elementary K-5. There we met Consuelo Carajon, the bilingual teacher and certified tutor, who works with migrant students.

Twenty-three students (nine migrant) are worked with presently in a total of seven schools. They are seen from two to four times a week in half-hour sessions. Pictures are used extensively for language development. The IDEA Kit is used. There is a great deal of concentration on ESL and oral language development. Math and oral language home-made games of concentration are used. We observed Mrs. Carajon working with two students—Martin, 8 and Chris, 7.

Our last stop was at North Mesa Elementary School. There we observed the same teacher working with two boys on math skills and ESL. She used a number recognition game (homemade) and a concentration game during which letter sounds and number names were emphasized.

That concluded our visit in the Pueblo area. Later that day we drove back to Denver where we once again stayed at the Radisson Hotel.

On Friday morning, April 18, the entire Arizona group met at the Migrant office, State Education Building. There we shared ideas, impressions, hopes, etc., with the Colorado Migrant staff members who were our gracious hosts—Ernie Maestas, supervisor; Richard Rangel and Peggy McReynolds, staff consultants. Hopes for increased interstate coordination and cooperation for the purpose of continuity in "the family of the Migrant Programs (and personnel) were spoken of.

We returned to Arizona greatly enriched by the wealth of information and ideas we gained through our many opportunities to observe and share in the Colorado Programs. And in addition, we are greatly enriched by the new friendships that have begun between ourselves and the Colorado Migrant staff members and friendships that have begun amongst ourselves—the Arizona Migrant staff—who were all so fortunate to take part in the Colorado Observation Tour.

My sincere thanks to one and all!

COLORADO ON-SITE OBSERVATION TOUR

By Joyce Williamson

The visitation to Colorado to observe the Migrant Education Programs of that state was not only an educational opportunity but very rewarding and worthwhile.

The Colorado Migrant Program is a project of the Colorado Department of Education funded under ESEA Title I Migrant. It provides for the operation of educational programs for migrant children in Colorado. Mr. Ernest Maestas, supervisor of the Migrant Program, along with Mr. Richard Rangel and Ms. Peggy McReynolds, were our hosts for this visit.

During our introductory session we were given an overview of the Colorado Program, with a filmstrip about the migrant worker followed by a discussion and question/answer period.

Colorado was one of the first states in 1964 to become involved in the Migrant Program. The State of Colorado is divided into 10 BOCES (Boards of Cooperative Educational Services) that direct the federally funded programs of Colorado. Each BOCES recruits and identifies its migrants and offers educational health services as needed. The BOCES is responsible for the services given to the migrant. They work with the cooperation of the schools but provide, train, and monitor the teachers who are hired through the Migrant Program. Migrant recruitment is carried on constantly in a school-by-school search. Every possible migrant is reviewed.

MSRTS was created in 1970 to compensate for the continual mobility of our nation's children of migratory workers. MSRTS unifies the student's school record and makes it available immediately to the entering school. Forty-nine states and Puerto Rico participate in MSRTS at this time.

Peggy McReynolds shared with us the results of two summer school projects carried on in the Longmont Cultural Interest Program, for migrant children. Students took black and white photographs of people and places of interest to them. They also wrote short poems and comments about these photographs or other thoughts. These were then published for the children in the program. The first year's project was "Migrant Children Look at Life in Longmont." The second project was on migrant workers. Both publications offered a great deal of insight into the thoughts and feelings of the children who contributed to the project.

Tuesday began with a visit to the Weld BOCES while the other half of the group visited schools in the Northern Colorado BOCES. We spent some time in the Weld BOCES offices, then visited schools in the Greeley School District. At Franklin School we met with Joe Vickarelli, the principal. He told us about the program in his school, then took us to meet the migrant teacher, Ron Roybal. We were able to sit and talk to him and his students, then observe him working on oral language with them. Since this is a junior high school, he worked mostly on oral language and reading. The students received help in math in the math class. Joe works at Franklin in the morning with five children and goes to another school in the afternoon. Much of his time is spent with ESL. Reading is encouraged by the use of high interest-low vocabulary materials.

After leaving Franklin School, we regrouped at the BOCES and left for the Brighton School District. There are eight schools in the Brighton School District with approximately 107 identified migrant students at this time. The Summer School Program services about 200. The Migrant Program operates a day care center year round. There is no Migrant Program in the high school but migrant students are still enrolled and data forwarded from the school when the student moves.

While at the Brighton schools, I visited a Title I Math Lab and spent some time looking over the record keeping system and materials used in this program. Identification of needs in the Math Lab were determined by the use of the Stanford. Each student being helped in this program is required to have a signed permission sheet to begin in the program.

By mid-afternoon, we were on our way to Rocky Ford and the Arkansas Valley BOCES. Wednesday morning began with a meeting directed by Herold Lopez. There are approximately 300 migrant children in the schools of this area during the school year and about 180 in summer school. The BOCES employs 10-12 aides, depending upon need. Student education is the most important part of the program. The program hires aides only to service the children, and a director to oversee the aides. Students are chosen by eligibility and teacher referral, stating needs and proposed objectives. The child is kept in the program only as long as necessary, until he/she can function successfully in the classroom. The program provides help in language, reading, and math. All aides are bilingual when hired. Two contact persons are employed for recruitment and identification of migrant children.

The first school of the day was Manzanola School. Peak migrant enrollment is about 211. We had the opportunity to observe the aide, Betty Jaramillo, working with her group of children. Most of the children were being tested that day so we were limited in observation. Mrs. Jaramillo took time to explain some of the duties of her job and show us her record keeping/retrieval system. Her teaching area was in the corner of the library. We were invited to eat lunch at the school before moving on to the next school. This offered us more opportunity to talk to staff members and children at the school. It was interesting to note that the superintendent, Arnold Bowman, was housed in the school and actively involved in the activities in the school.

After lunch, we visited Washington Elementary School and met with the principal, Mr. Beavins. His school was involved in a nongraded K-2 grouping (family) concept. The progress of the students is charted according to skills accomplished. They remain with the same teacher each year and move into the next school at a third grade level when all the skills are mastered. This could take as little as two years or as many as four without the child being labeled as retained or his changing classmates totally. Also included in the school were the traditional graded classrooms K-2. While there we had the opportunity to observe the school setting, the lunch hour activities, and a nongraded class in session. We talked with many of the teachers and the principal.

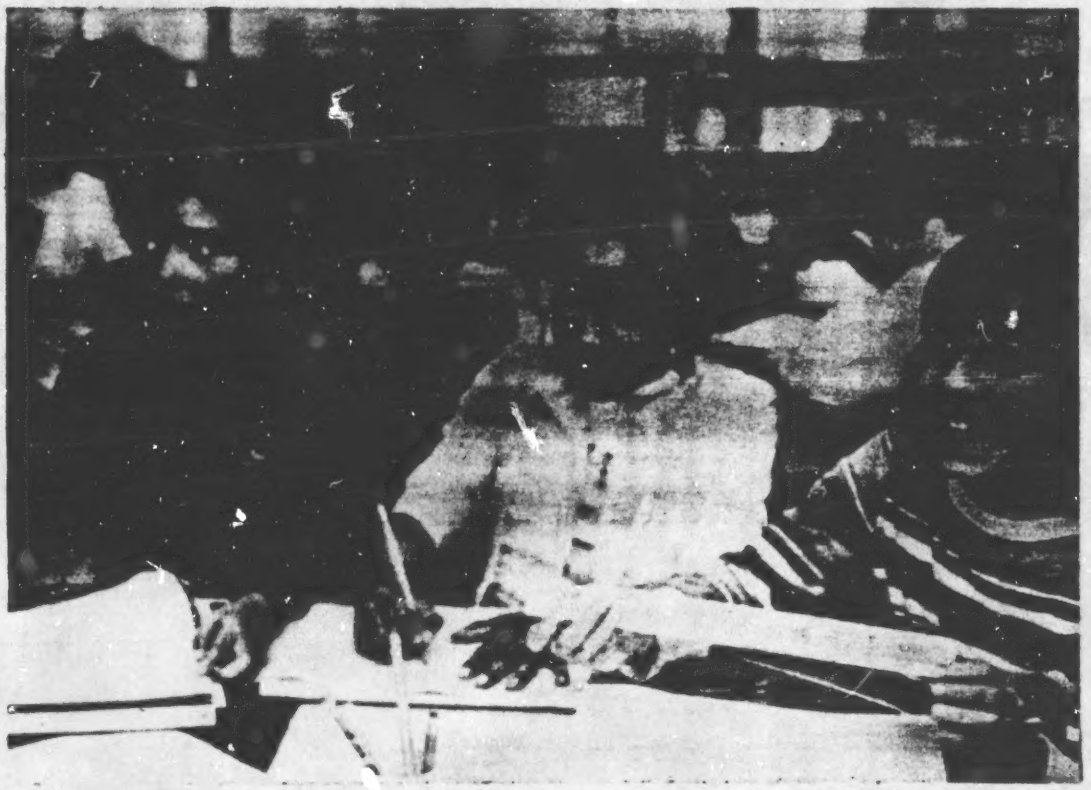
Thursday, we visited the South Central BOCES in Pueblo, where Rudy Sabedra presented their concept of Migrant Education. It is also a tutorial program providing supplementary help to migrant children. The classroom teacher initiates the program by filing a referral. The child is then tested and a tutorial certified teacher scheduled to teach to the student's needs. The tutor is responsible for gathering together all necessary information and reporting it when a child moves. Home visits by the tutor are encouraged by the program. The program is set up and run by the BOCES with the school's cooperation. The South Central BOCES includes four school districts with approximately 166 migrant children. The staff includes two full-time and three part-time certified teachers (tutors), a record clerk, two recruiters, and a full-time director. All full-time staff are bilingual when hired.

After lunch, we had time to visit some of the schools near Pueblo and observe various federal programs in session, offering observation of record keeping and retrieval systems and materials being used. The teachers were very willing to talk about their programs and share their ideas with us. The rest of the afternoon was spent traveling back to Denver.

Friday morning, the final session of our stay, was once again at the State Department for a wrap-up discussion of the past week. We discussed and shared aspects of the various programs we had visited and compared them to our own in Arizona. We found at this time a chance to share some of our own ideas and problems with each other.

For me, the two most interesting aspects of the Colorado programs were: (1) the ungraded grouping of some of the K-2 students, and (2) the possibilities of offering junior high and high school students basic study courses at night so they could work the fields and contribute to the family income without dropping out of school. This could possibly cut down on some of the dropout problems that occur at that level of education.

I wish to express a special thanks to our hosts, Mr. Maestas and Mr. Rangel, and our hostess, Peggy McReynolds, for helping make our visit to the Colorado Migrant Program interesting and educational. Thanks also to Mr. Don Brink for his part in organizing this trip and keeping it all coordinated.



COLORADO ON-SITE OBSERVATION TOUR

By Peg Moseley

Ernie Maestas, Richard Rangel, and Peggy McReynolds of the Colorado State Department of Education, Migrant Division, were most thoughtful and attentive hosts during our entire Teacher Exchange Tour. Everywhere we went they gave us background material on each program and its personnel so that we could appreciate local concerns, avail ourselves of specific information, and observe specifics of the local efforts for migrant kids.

Our first meeting with the Colorado State Department personnel included a slide presentation which gave an overview of the state program. During this time also the group learned of the 10 co-op districts which are called the BOCES (Boards of Cooperative Educational Services) which serve unfunded school districts which have migrant children in small numbers. These boards are made up of one school board member from each district served (could be five to eight or so). An advisory committee which is composed of the superintendent from each district assists the Board with its program. Other personnel besides migrant teachers, aides, and a records clerk could be a psychologist, speech therapist, etc. While the Buckeye Consortium in Arizona is somewhat similar, it is not a fiscal agent and must go through Buckeye High School District to take care of its financial matters. In Colorado the BOCES, itself, is a fiscal agent. It seems to me this is something which could be used more in Arizona to share services. I would have liked more information on how the whole thing was funded.

The Colorado State Migrant Program does a good deal in working with other agencies for services; for example, they contract out health care (Migrant Clinics) with the State Health Services and coordinate many nutrition programs with Nutrition Education on the weight effect of ethnic foods and the safety tips for being around pesticides.

Our first school visit in Greeley was to Franklin School—a Middle School. Mr. Joe Vicarelli was principal and Mr. Ron Roybal was the aide. I was impressed with Mr. Roybal's way of using his background in folk singing for English language instruction. He used traditional materials in his ESL program but also enriched it with the lyrics to folk songs which the kids seemed to enjoy singing. I also noticed that he used the *Verbs in English and Spanish* which he said came in four levels and were very effective. (These were included in the materials which Barbara Volk had on display at Wilson.) Mr. Roybal also recommended *Stories That Must Not Die* which appear to be folk stories which were collected in New Mexico. These come in four volumes and include filmstrips. They are written in English and Spanish.

In Brighton, at North Elementary School, we met an extremely personable and talented home liaison aide, Mary Montoya, who has been in the area a long time and that very day had had an extensive article written about her in the local paper which described her duties and activities in detail. She sent a copy of the article and I have incorporated some of her ideas into the job description for that position in my district.

In La Junta, we met Geraldo Lopez, migrant director; his assistant, Ernest Garcia; and Esther Martinez, home contact aide for three districts for the Arkansas Valley BOCES. Here we saw in operation the cooperative district personnel working, as had been explained the first day at the State Department. Their Summer Program is much larger in this area than most of the the ones in Arizona. The Migrant Program here is generally a pull-out program conducted by aides. Each aide has a referral slip for each child with prescriptive measures suggested by the classroom teacher. In Colorado, migrant children on grade level or above are not served. In the area of parent involvement in the PAC, transportation is provided if necessary, but there is

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an extensive outreach program conducted by the home contact aide who explains in detail just what the parent can expect from the school. There is also a summer night school provided for older children.

Elizabeth Ybarra, aide at Columbian School in Las Animas, had an exceptional resource area in that she had a great variety of teacher-made materials in use and on display in her tutoring area. Her activities were filed according to the skills lists and seem to be efficiently stored and readily available for record keeping. She used Needs Assessment Sheets for each child (which should be updated during the year) and served as documentation for the implementation of prescriptive suggestions from the classroom teachers.

At East Elementary School in La Junta the aide was Julia Vasquez. She worked in two schools. She recommended the SPLIT word game and a workbook called *Developing Map Skills for Junior High Students.*

The South Central BOCES was stationed in Pueblo and there Rudy Sabedra, migrant director, gave a short presentation of the workings of their co-op. In this co-op, tutors must be bilingual and certified. Migrant students are tutored depending upon the criterion set up for teacher referral and the ZIP Test. The Language Assessment Scale is also used here. One idea that I thought was good was the development of a short, concise pamphlet describing the benefits of the Migrant Program which was developed to be passed out to area parents, farmers, teachers, and schools. It was brief and to the point and probably good public relations; and it also provided a talking point for the home contact person.

Mrs. Medina, the certified tutor at Washington School, met with children in a resource area which was a part of the music room. In addition to tutoring in basic skills she made a point of taking the children to other areas of the school such as the Media Center to make sure that the children understood the services which existed there.

There were many outcomes to the Teacher Exchange Program for me. I found that we have many practices in common as well as the use of many materials in common. It seemed to me that the big effort in Colorado was the implementation of large summer schools in addition to the regular tutorial program. As in all effective programs the personnel are the ones who make the difference. I felt that we in Arizona do a lot of things right in our programs and while the details are different in the implementation of the Migrant Programs in the states of Arizona and Colorado, we have much to be proud of here at home. I felt we had a lot of talent among our own visiting teachers and I would very much like to see their local programs. I was extremely privileged to have been chosen to go on the trip and I learned a lot but I think one of the best benefits for me, was to see that the Peoria Program measures up and that we have a good deal of talent in our own back yard.

COLORADO ON-SITE OBSERVATION TOUR

By Melania Bustamante

My congratulations to Arizona, Colorado, and all participating State Departments of Education nationwide for their support of the Migrant Teacher Exchange Program. The tour was a well-organized "on-site" learning experience. I would like to note some of the major components observed or introduced in the Colorado Migrant Program which were of particular interest and value.

The Board of Cooperative Educational Services, BOCES, is composed of certain school districts within each of the 10 regions in Colorado. These school districts pool their efforts and/or funds to accomplish specific objectives. Each BOCES contains a central Migrant Program which disseminates services to school districts who support the BOCES and who serve migrant children. These services include technical assistance with audiovisual materials, tutorial services for migrant children, speakers, and many other services which enhance the educational development of the migrant child.

During the summer, there exists the Colorado Migrant Summer Programs. Such programs are actively involved in encouraging students to pursue their education, develop positive self-concept, and attain life; i.e., vocational skills. Illustrative of this objective is an Elementary Summer School Program whose lesson plan, during the first half of the day, consisted of a concentrated study of those skills necessary to attain grade level achievement. The latter part of the day focused on a multitude of activities which included, but was not limited to, macrame, sewing, cooking, cultural awareness, and physical training. One of the highlights of these summer programs, is the availability of "night" school for the secondary level migrant students who must work during the day. When their work day is over, these students are transported to and from school. Classes begin at approximately 6:00 p.m. and continue for three hours. These students' instruction is also aimed at concentrating on those skills needed to attain grade level performance. Moreover, life skills are stressed more intensely with older students because their maturity requires exposure to these elements before extenuating circumstances force the student(s) to drop school altogether. The Migrant Summer Program session, for both elementary and secondary students, is eight weeks.

"Nine out of ten children of migrant farmworkers never enter high school and only one out of ten of those who do, ever graduate." This sad reality exemplifies the importance of the Colorado Migrant Child Identification and Recruitment Project, CMCIRP. The process of identifying and recruiting migrant children relies heavily on the outreach personnel. Those students not identified by the liaison outreach are processed by the regional field representative. This *increases* recruitment and insures a more thorough search for migrant children. After identification procedures have confirmed the eligibility of a migrant child, he/she is enrolled in the national computer system entitled "Migrant Student Record Transfer System," MSRTS. This process assures teachers and all concerned a rapid and current record of a child regarding vital educational, health, and personal data throughout the year. CMCIRP continues to develop identification of migrant students by conducting surveys which identify the employers of migrant labor, their geographical areas, types of crops, and their respective harvest seasons. The results are mapped and utilized to determine when and where there will be an influx of migrants and how long they will remain in the area. This enables the Migrant Program to respond with services as rapidly as possible.

Another method of assisting migrant children who enter the educational system late or who are enrolled in a regular K-12 school is the Migrant Aide Program. The aide works in the student's homeroom on varied days for approximately 30-45 minutes, depending on his/her needs. Tests are administered by the aide to determine the exact skills lacking for grade level performance. The aide and teacher then work together to set academic goals for the student. The greatest benefit for the migrant child is the additional individual attention on those specific skills he/she needs to develop.

In achieving a successful Migrant Educational Program, the importance and value of parental involvement is immeasurable. Parent Advisory Councils, PACs, consist of migrant parents gathering for the common cause of increasing the opportunities for their children's future through educational means. Furthermore, PACs also provide a forum in which the parents are exposed to various educational and practical ideas. For example, some topics discussed at PAC meetings have included life-saving techniques, income tax information, health and nutritional tips, pesticide safety, and other similarly relevant themes. Films, speakers, and live demonstrations are various modes used to project these subjects. Although transportation is a problem, Migrant Program liaisons faithfully transport parents to and from PAC meetings. Moreover, migrant parents are not solely Mexican-American, but Indian as well, which provides for an exchange of cultural facets limited only by the parents' imagination.

Below, are some ideas which may be utilized in the classroom. They were gathered from Colorado's Migrant Resource Centers and migrant classrooms visited. The underlying premise of the following activities is to increase the participation and interest of the migrant child with respect to the basic skills which may need to be reinforced.

LANGUAGE – Provide the student with a camera and have him/her snap a picture reminding him/her of some aspect of his/her life, accompanied with a statement or two about it. These pictures may be printed individually in a newspaper or bound together to produce a booklet.

MATH – Touch math consists of numerals with touch points where the student may count either backward or forward, thus allowing the student to visualize the mental process of counting.

SCIENCE – Have students plant grass seeds in a hollowed egg shell which may be decorated to resemble a head. When the grass grows, it appears to be "hair" and may be trimmed.

LEARNING CENTERS – In allowing the student time for himself or herself, learning centers may be set up in classrooms, to include activities such as macrame, cooking, utilization of a magnifying glass with a variety of objects, and assembling (model cars).

To Ernest Maestas, Richard Rangel, and Peggy McReynolds, our hosts in Colorado, I thank you for your endless assistance in answering our questions, gathering literature, and loading and unloading luggage. Gracias a todos with whom we came in contact in schools, resource centers, and offices for their contribution in making the exchange such a success.

In conclusion, I would like to submit the following article which describes the anguish many migrant children suffer yet attempt to overcome. I only hope I am able to help them overcome some of the suffering.

I AM – WHAT I AM

"A MIGRANT CHILD"

By Ruby Baca Sandoval

I am one of twelve children leaving my culture and my proud heritage to attend a Big World called SCHOOL. I speak only one language SPANISH. My parents tell me that I will have to learn a second language which is called English. What is English?

Children at school call me a migrant. I don't understand, "what is a migrant?" I'm just like them. My brown eyes are often filled with tears, and my heart full of sorrow. I ask God to forgive them and to help me understand their foreign ways. But one day, I will gain very much from this system of theirs and then the children won't be able to call me a migrant.

I still have my CULTURE, my HERITAGE, my own LANGUAGE, but now I can speak TWO languages. Yours and mine. CAN YOU?

I AM A MIGRANT.

COLORADO ON-SITE OBSERVATION TOUR

By Gloria Rivera

I would like to express my sincere thanks to all the people in Colorado who made our trip instructional as well as memorable. Especially, the following poem dedicated and written for our group, by Mr. Herold I. Lopez.

Written Especially for the Arizona Teacher Exchange

I begin to read a poem
and I read it from the start
when I think of the State Migrant Unit
these words come from the heart.

Ernie Maestas, director
Rich and Peggy tambien
whenever we need assistance
they all treat us muy bien.

Sometimes we write a proposal
Ernie questions the conversation
but they provide assistance
when we talk about education.

Teachers come from Arizona
In Colorado they ride a van.
When you come into La Junta
we treat you as well as we can.

I believe that all these teachers
deserve a commendation.
They show concern about Migrants,
and these children's education.

When you go to Arizona
we hope that you remember
what you saw in Colorado
when school starts in September.

In behalf of
Herold I. Lopez, Migrant/Bilingual Director

Colorado is divided into 10 regions, and each region is represented by a BOCES (Board of Cooperative Educational Services) organization. The BOCES body acts as the fiscal agent applying for state and federal monies. BOCES is responsible for the hiring of staff needed to implement the educational programs. Specific advantages of BOCES:

*Provides educational services to children in need.

*Responsible for nonfunded districts, who might not apply due to size or limited number of children in need of Title I, Migrant, Special Education, or Bilingual services.

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*Cuts administrative costs.

*Serves as a community resource bank.

*Coordinates services, eliminating duplication.

*Diagnostic Placing/Teacher Referral to determine proper instruction placement of students.

The Colorado Migrant Child Division works closely with each regional BOCES, offering consultation and assistance, as needed.

Colorado Migrant Child Programs basically consist of the following components:

1. Recruitment/MSRTS Enrollment
2. ACADEMIC
3. Parent Advisory Council (PAC)

The recruitment component identifies and recruits migrant children into the MSRTS System. Outreach workers/recruiters are hired through the regional BOCES. Each BOCES employs 25 recruiters. BOCES outreach workers are responsible for mapping out schools, agencies, and farm areas located in their region. Children, once identified as migrant, are enrolled in the National Migrant Transfer System. MSRTS enrollment sheets are sent to the migrant instructional staff who determine instructional placement.

Home-school liaisons are employed by most programs and work closely with social agencies. They are responsible for follow-up home visitations to determine family needs and to provide assistance by utilizing community agency services. The liaison person develops positive communication and a working relationship between the home and school.

The academic component provides programs that offer the migrant child meaningful learning experiences. The areas of emphasis are reading, math, and language development. Programs, that I observed in progress, provided instruction on an individual or small group basis. The instructional staff consisted of both teachers and aides. "Certified Tutors" were employed in some areas. A tutor is a certificated teacher who does not teach in a regular classroom but provides instruction to migrant students in resource rooms or "pull-out" programs. The aides were experienced and highly trained. The instructional activities of the aides were directed by teachers or certified tutors. Much cooperation exists between the migrant instructional staff and the regular classroom.

When a migrant child is enrolled in the Migrant Program, he/she is given a diagnostic test to determine specific problems. Once deficiencies are identified the student is placed in an appropriate program that can best serve his/her instructional needs. The child may not receive migrant instructional services, but instead may be referred to other programs (Bilingual, ESL, Title I, Special Education) that can best serve his/her needs. Every effort is made to ensure that migrant students receive educational services. In some programs, evening classes are offered to high school students who must work to supplement family incomes.

In addition to the regular school-year programs, summer school is also made available. The Summer School Programs average eight to ten weeks of operation and daily instruction varies from six to eight hours. The morning period is devoted to academics and the afternoon session allows for social and recreational activities.

The most interesting Summer School Programs offered career/vocational education and bilingual-bicultural projects. One BOCES Migrant Program sponsored a "Cultural Interest Project," where children were provided with materials to take family pictures. A composite of the children's pictures and stories were gathered into a book and printed. The books were then distributed to the children.

Parent Advisory Councils (PAC) are mandated by Public Law 95-561 where there is more than one Title I Migrant staff member and more than 40 participating children in a school. The Colorado Migrant Education Division strongly supports parental involvement and believes that both parents and school personnel share one goal, that of providing a quality educational program for children. I feel that it is imperative that we involve parents because only parents have an in-depth and long-term knowledge of their children, their needs, and their problems. Interacting with parents and exchanging information can help educators in planning a better, and more relevant, program.

Colorado PACs are organized at the school district level and representatives are then sent to the regional BOCES where they are involved in program input and development. The Migrant Education Division is committed to developing this component.

The Colorado Migrant Council is a state program not affiliated with the Migrant Education Division and is funded from various sources. The Migrant Council provides child development services (day care) to school-age children and infants. The council organizes coalitions composed of social agencies that provide services to migrant families. The purpose of which is to promote coordination and to avoid duplication of services.

The Migrant Child Education Division, in cooperation with the Colorado State Department of Health, has worked to make available and improve health services to migrant families. Mobile Migrant Health Clinics rotate to regional BOCES to conduct health assessments and follow-up treatment to migrant families. In addition, instructional media, such as slide presentations and pamphlets, have been developed to teach health education.

The Migrant Department also sponsors the Migrant Resource Center located in Longmont. The Center serves as an instructional resource bank to migrant staff. Educational information and materials are available and can be checked out. The Center is staffed by three consultants who are available to districts for in-service and training.

Through the week of April 14-18, 1980, it was evident to me that the programs in operation provided meaningful learning experiences that encourage the migrant child to develop to his/her fullest potential. An outstanding aspect of the Migrant Programs is the cooperation that exists between the Department and other agencies that serve migrant families.

My special thanks to all the people in Colorado who made my visit enjoyable and rewarding.